

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Carver Junior High

**District:** Spartanburg 7

**Principal:** Raashad Fitzpatrick

**Superintendent:** Thomas White

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP)**

## **2008–09 School Year of Implementation**

### **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The goals of Carver Junior High School's 2008-2009 FSRP are based on test score data, ERT recommendations, parent and teacher surveys, and educational research. The 2008-2009 FSRP was collaboratively developed by administrators, teachers, students, parents, and community members. We utilized faculty meetings, school leadership team meetings, and the School Improvement Council to get input from all stakeholders. Our 2007 PACT scores indicated that we made significant gains in all content areas of PACT for the 2006- 2007 school year. Our tremendous gains encouraged us to continue to set high expectations for teachers and students. For the 2008-2009 school year, Carver Junior High School is continuing the Teacher Advancement Program (TAP). Research indicates that student achievement is greatly influenced by instruction. The TAP program focuses on improving instruction and student achievement. We identified reading comprehension and problem solving to be areas of weakness based on our data from the 2006-2007 and 2007-2008 school years. Our school goals, TAP goals, and professional development will be focused on improvement in these areas. We plan to measure progress by using MAP test data and benchmarks. Our goal is to increase the number of students who score equivalent to basic or above on MAP by a total of at least 10% in the areas Math and ELA. We will use benchmarks developed by Stuart Flanagan in Science and Social Studies. Our goal is for at least 50% of the students to show a 30% gain from Fall 2008 pretests to Spring 2009 posttests. The ultimate goal is to raise student achievement on the 2008-2009 PACT (PASS) test by increasing the number of students who score basic and above by at least 10% in all tested areas. This gain would exceed the expected progress of 2.6 (absolute rating) by 2009 for Carver Junior High School. The tables on the next pages document the outstanding gains in student achievement from the 2006 PACT test to the 2007 PACT and 2006-2008 MAP tests. The tables also document gains in PACT from 2006 to 2008. The tables document the drop in achievement from the 2007 PACT to the 2008 PACT. According to the teachers and students, our students put forth a great effort on the 2007 PACT test partially because of the Disney incentive. This incentive was not available in 2008. The TAP program provides ongoing professional development through biweekly cluster meetings. The TAP model is a collaborative, research based design that uses data to enhance learning and improve instruction. For the 2008-2009 school year, Carver Junior High School is implementing the Academic Achievement Academy (Triple A). Triple A was developed because of the need to attract and retain advanced students. In 2007-2008, Carver lost 20 advanced students to special permission to another school. During the same school year Carver gained 68 students as a result of a change in the attendance zones in Spartanburg School District Seven. Many of these students scored below basic on the PACT. This academic demographic shift had a negative impact on student achievement in 2008. The principal interviewed parents, students, teachers, and the community and they all agreed that we needed to improve our academic program. Triple A will consist of a interdisciplinary team concept, motivation, study skills, time management, college experiences, and a rigorous and challenging curriculum. We will also be implementing**

**Literacy Across the Curriculum.** We developed a Literacy Committee in 2007-2008. The committee will make recommendations this school year based on a literacy needs assessment. The entire faculty was involved in a book study, "Literacy Across the Curriculum", that helped us develop a collaborative plan for implementing literacy across the curriculum in the 2008-2009 school year. We are confident that the TAP program, Triple A, efficient use of data, student incentives, literacy initiatives, and professional/curriculum development will lead to a year of increased student achievement at Carver Junior High School. We identified reading comprehension and problem solving to be areas of weakness based on our data from the 2007-2008 school year. Our school goals, TAP goals, and professional development will be focused on improvement in these areas. All of the goals chosen in the FSRP are SMART goals that were developed by disaggregating assessment data.

#### **Demographic Data:**

According to the 2007 School Report Card, Carver served 405 students in grades 7 – 8. 90% of the population was minority. 332 students were African American, 41 were white, 22 were Asian, and 10 were Hispanic. 79 % of the population qualified for subsidized lunch. 14 % of the students were categorized disabled. 196 seventh grade students were tested in 2007 and 206 eighth grade students were tested in 2007. In 2007 white students met the performance objectives while African American, disabled, and students on subsidized meals did not.

#### **Staff Demographics:**

The total number of certified staff at Carver is 62. 17 are male. 45 are female. 22 are minority.

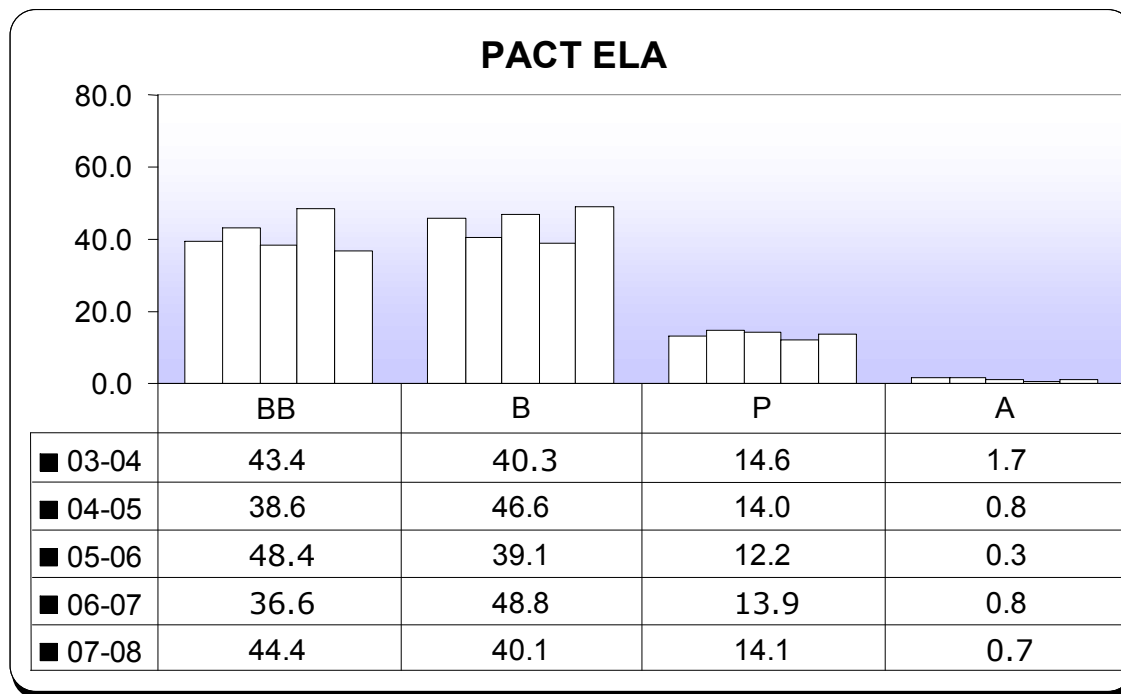
#### **2006-2008 PACT DATA**

<b>PACT Tests</b>	<b>CARVER</b>					
	% Basic & Above					
	<b>2006</b>	<b>2007</b>	<b>Change</b>	<b>2008</b>	<b>Change</b>	<b>2006 to 2008</b>
<b>ELA-7</b>	49.3	67.5	<b>+18.2</b>	<b>58.5</b>	<b>-9</b>	<b>+9.2</b>
<b>Math-7</b>	57.7	72.5	<b>+14.8</b>	<b>64.0</b>	<b>-8.5</b>	<b>+6.3</b>
<b>Sci-7</b>	38.6	60.3	<b>+21.7</b>	<b>58.6</b>	<b>-1.7</b>	<b>+20</b>
<b>SS-7</b>	26.9	50.3	<b>+23.4</b>	<b>34.1</b>	<b>-16.2</b>	<b>+7.2</b>
<b>ELA-8</b>	53.3	58.3	<b>+5.0</b>	<b>52.7</b>	<b>-5.6</b>	<b>-0.6</b>
<b>Math-8</b>	43.0	50.5	<b>+7.5</b>	<b>53.5</b>	<b>+3</b>	<b>+10.5</b>
<b>Sci-8</b>	40.5	51.0	<b>+10.5</b>	<b>37.1</b>	<b>-13.9</b>	<b>-3.4</b>
<b>SS-8</b>	55.7	61.2	<b>+5.5</b>	<b>57.4</b>	<b>-3.8</b>	<b>+1.7</b>

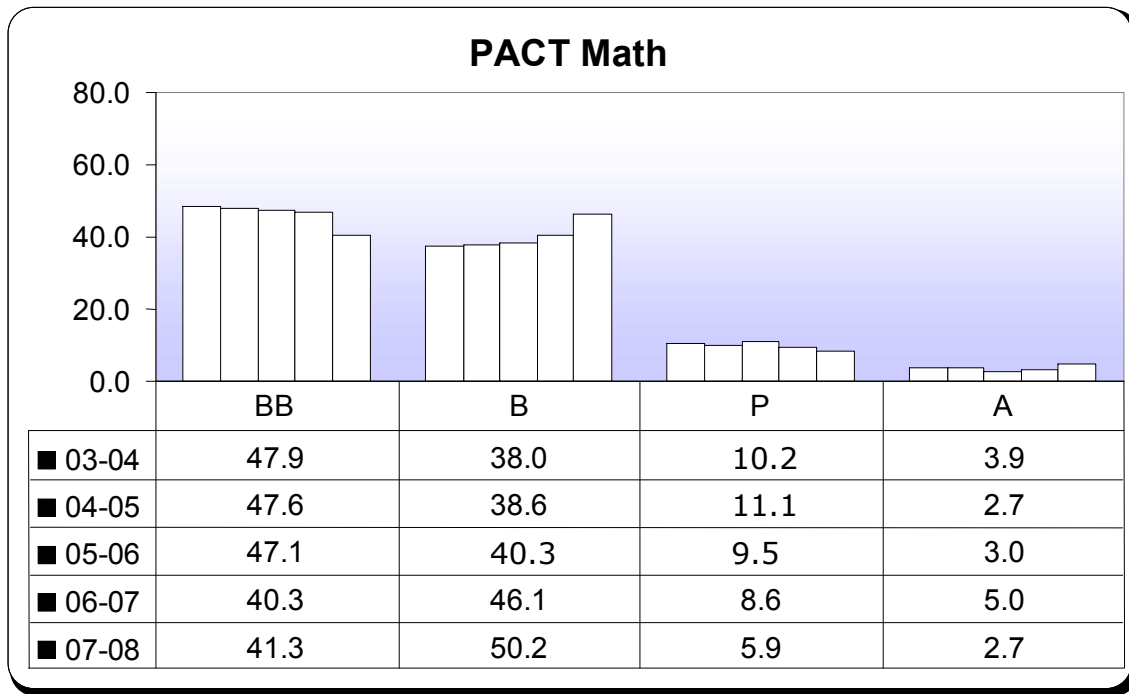
This chart represents PACT performance from 2006 to 2008 which indicates that we must continue to focus on student achievement in all content areas. It is the belief of the staff that the Disney incentive program contributed to student gains in 2007. The lack of funds prohibited the implementation of the Disney incentive for 2008. Moreover a large number of high achieving students transferred from Carver to another middle school.

# PACT DATA ANALYSIS

(7<sup>TH</sup> and 8<sup>th</sup> Grade Combined)



This chart represents 5 years of PACT performance in English Language Arts which indicates that we must continue to focus on decreasing the number of students in below basic and increasing the number of students in proficient and advanced.

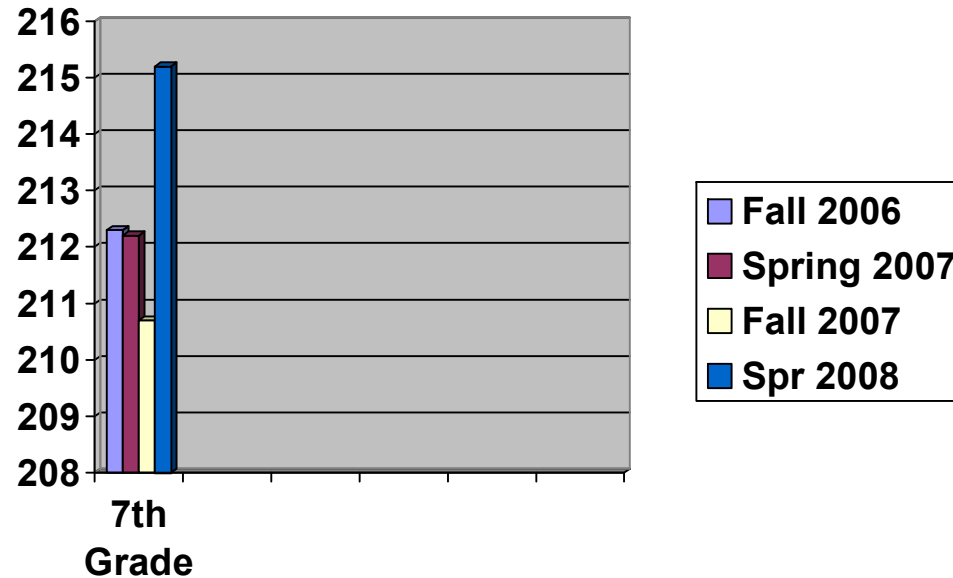


This chart represents 5 years of PACT performance in Math which indicates that we must continue to focus on decreasing the number of students in below basic and increasing the number of students in proficient and advanced.

## MAP DATA

### MAP DATA ANALYSIS 2006-2008 READING MEAN RIT 7<sup>th</sup> GRADE

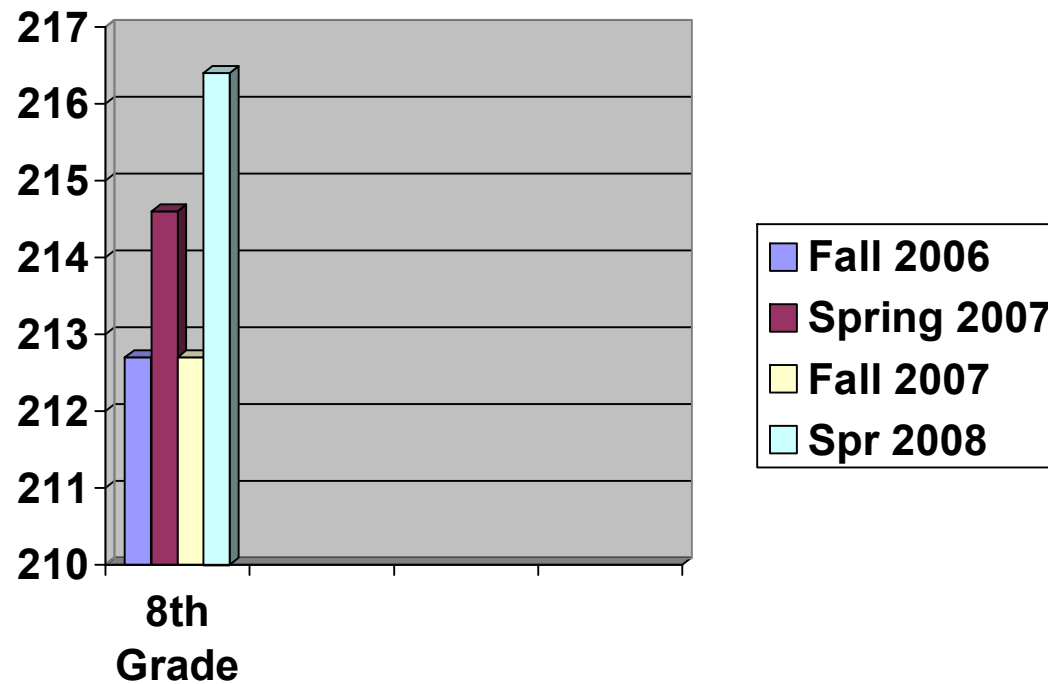
7 <sup>TH</sup> GRADE						
Testing Cycle	Fall 2006	Spring 2007	Fall 2006 to Spring 2007 Gains	Fall 2007	Spring 2008	Gains Fall 07 to Sp 08
Mean Rit	212.3	212.2	-.1	210.7	215.2	+4.5



This graph represents reading MAP RIT growth in reading from 2006 to 2008 which indicates that the spring scores in both years showed significant growth as compared to the fall scores. MAP tests show apple to apple growth for students who are actually in the school (factors out transfers).

**MAP DATA ANALYSIS  
2006-2008  
READING MEAN RIT 8<sup>th</sup> GRADE**

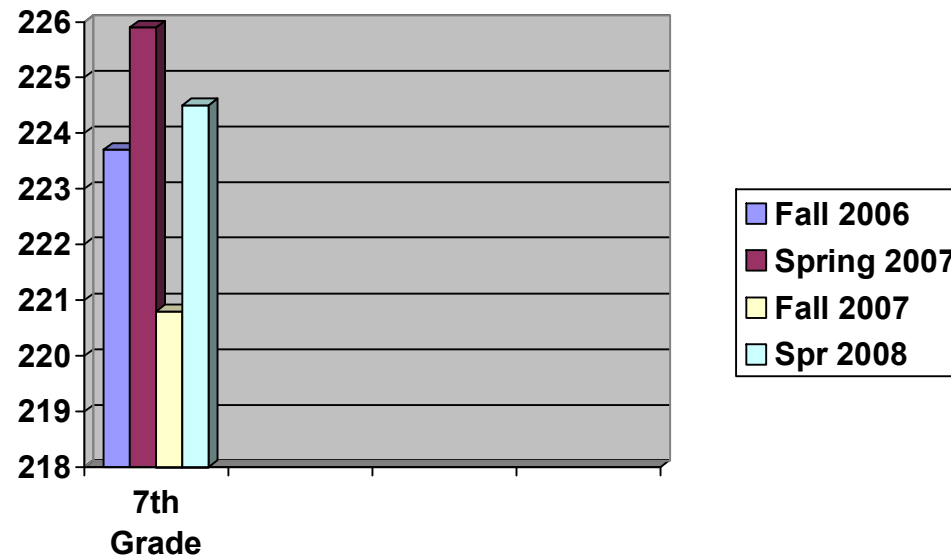
<b>8<sup>TH</sup> GRADE</b>						
<b>Testing Cycle</b>	<b>Fall 2006</b>	<b>Spring 2007</b>	<b>Fall 2006 to Spring 2007 Gains</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Gains Fall 07 to Sp 08</b>
<b>Mean Rit</b>	212.7	214.6	<b>+1.9</b>	212.7	216.4	<b>+3.7</b>



This graph represents MAP RIT growth in reading from 2006 to 2008 which indicates that the spring scores in both years showed significant growth as compared to the fall scores. MAP tests show apple to apple growth for students who are actually in the school (factors out transfers).

**MAP DATA ANALYSIS  
2006-2008  
MATH MEAN RIT 7<sup>th</sup> GRADE**

7 <sup>TH</sup> GRADE						
Testing Cycle	Fall 2006	Spring 2007	Fall 2006 to Spring 2007 Gains	Fall 2007	Spring 2008	Gains Fall 07 to Sp 08
Mean Rit	223.7	225.9	+2.2	220.8	224.5	+3.7

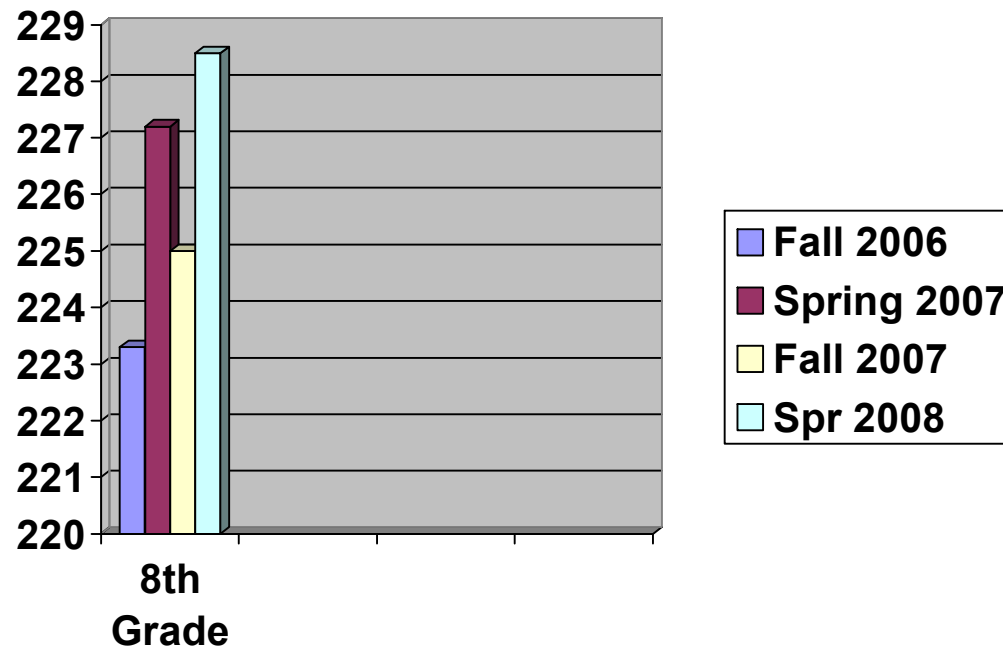


This graph represents MAP RIT growth in Math from 2006 to 2008 which indicates that the spring scores in both years showed significant growth as compared to the fall scores. MAP tests show apple to apple growth for students who are actually in the school (factors out transfers).



**MAP DATA ANALYSIS  
2006-2008  
MATH MEAN RIT 8<sup>th</sup> GRADE**

<b>8<sup>TH</sup> GRADE</b>						
<b>Testing Cycle</b>	<b>Fall 2006</b>	<b>Spring 2007</b>	<b>Fall 2006 to Spring 2007 Gains</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Gains Fall 07 to Sp 08</b>
<b>Mean Rit</b>	223.3	227.2	<b>+3.9</b>	225	228.5	<b>+3.5</b>



This graph represents MAP RIT growth in Math from 2006 to 2008 which indicates that the spring scores in both years showed significant growth as compared to the fall scores. MAP tests show apple to apple growth for students who are actually in the school (factors out transfers).

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

For the 2008-2009 school year, Carver Junior High School is implementing the Academic Achievement Academy (Triple A) and continuing the Teacher Advancement Program (TAP). Triple A was developed because of the need to attract and retain advanced students. In 2007-2008, Carver lost 20 advanced students to special permission to another school. The principal interviewed parents, students, teachers, and the community and they all agreed that we needed to improve our academic program. Triple A will consist of an interdisciplinary team concept, motivation, study skills, time management, college experiences, and a rigorous and challenging curriculum. TAP focuses on improving instruction and student achievement. We will also be implementing Literacy Across the Curriculum. We developed a Literacy Committee in 2007-2008. The committee will make recommendations in 2008 based on a literacy needs assessment. The entire faculty was involved in a book study, "Literacy Across the Curriculum", that helped us develop a collaborative plan for implementing literacy across the curriculum in the 2008-2009 school year. The following is a schedule of activities and strategies that we will follow in order to successfully meet our goals:

- July 2008:**
1. An 8 person team consisting of teachers, administrators, and guidance counselors will attend the Achievement via Individual Determination (AVID) summer institute. AVID is going to be a part of Triple A. AVID provides an academic elective that is centered on motivation, study skills, college preparation, and student-centered learning.
  2. Teachers will meet to plan for interdisciplinary planning.
  3. Administrators and teachers will meet to develop the Professional Development Plan for 2008-2009.
  4. The school leadership team will plan for the opening of school professional development.
  5. The principal will continue to meet with teachers to set goals for the 2008-2009 school year.

- August 2008:**
1. The school leadership team will meet to review test data (PACT, MAP) and develop school goals and a school plan.
  2. The Teacher Advancement Program (TAP) team will develop an observation schedule, cluster cycles, goals, and professional development.
  3. The School Leadership Team (SLT) will finalize the plan for the opening of school.
  4. Orientation will be provided to new teachers and to teachers new to the Teacher Advancement Program (TAP).
  5. Student orientation will be held.
  6. Parent orientation will be held.
  7. Professional development in bi-weekly cluster meetings.
  8. Disaggregation of data in weekly cluster meetings will be used to make instructional decisions.
  9. Instructional strategies based on data developed in bi-weekly cluster meetings.
  10. Students attend supplemental classes based on PACT/MAP data.
  11. Students attend Boys and Girls Club after school program for tutoring.
  12. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
  13. Teachers will work on their Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**September 2008:**

1. Students will begin Fall Measures of Academic Progress (MAP) testing in Reading and Math.
2. Teachers will develop goals for their classes and individual students based on MAP data.
3. Teachers will give fall Social Studies and Science benchmarks.
4. Professional development in weekly cluster meetings.
5. Disaggregation of data in weekly cluster meetings will be used to make instructional decisions.
6. PTSO Open House.
7. Students attend supplemental classes based on PACT/MAP data.
8. Students attend Boys and Girls Club after school program for tutoring.
9. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
10. Teachers will turn in long range plans that detail how data influences their planning and instruction.
11. Author, Sharon Draper, will visit the school.
12. Teachers will work on their Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**October 2008:**

1. Administration will assess the implementation of Triple A and Literacy Across the Curriculum.
2. Professional development in weekly cluster meetings.
3. Disaggregation of data in weekly cluster meetings will be used to make instructional decisions.
4. Instructional strategies based on data developed in bi-weekly cluster meetings.
5. Students attend supplemental classes based on PACT/MAP data.
6. Students attend Boys and Girls Club after school program for tutoring.
7. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
8. Students who qualify will attend the PACT incentive field trip.
9. Teachers will work on their Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**November 2008:**

1. Professional development in weekly cluster meetings.
2. Disaggregation of data weekly cluster meetings.
3. Instructional strategies based on data developed in weekly cluster meetings.
4. Students attend supplemental classes based on PACT/MAP data.
5. Students attend Boys and Girls Club after school program for tutoring.
6. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
7. Teachers will work on their Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**December 2008:**

1. Students will take first semester exams.
2. Professional development in weekly cluster meetings.
3. Disaggregation of data in weekly cluster meetings.
4. Instructional strategies based on data developed in weekly cluster meetings.
5. Students attend supplemental classes based on PACT/MAP data.
6. Students attend Boys and Girls Club after school program for tutoring.
7. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
8. Teachers will work on their Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**January 2009:**

1. Students will begin second semester classes.
2. Professional development in bi-weekly cluster meetings.
3. Disaggregation of data in bi-weekly cluster meetings.
4. Instructional strategies based on data developed in bi-weekly cluster meetings.
5. Students attend supplemental classes based on PACT/MAP data.
6. Students attend Boys and Girls Club after school program for tutoring.
7. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
8. Teachers will work on their Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**February 2009:**

1. Teachers will set goals and plan instruction based on Winter MAP data.
2. Administration will assess the progress of Triple A and Literacy Across the Curriculum.
3. Professional development in weekly cluster meetings.
4. Disaggregation of data in weekly cluster meetings.
5. Instructional strategies based on data developed in weekly cluster meetings.
6. Students attend supplemental classes based on PACT/MAP data.
7. Students attend Boys and Girls Club after school program for tutoring.
8. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
9. Teachers will work on their Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**March 2009:**

1. Students will begin Spring MAP testing.
2. Professional development weekly cluster meetings.
3. Disaggregation of data in weekly cluster meetings.
4. Instructional strategies based on data developed in weekly cluster meetings.
5. Students attend supplemental classes based on PACT/MAP data.
6. Students attend Boys and Girls Club after school program for tutoring.
7. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
8. Students who qualify will attend the incentive field trip.
9. Teachers will work on Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**April 2009:**

1. Students will take Spring benchmarks.
2. Professional development in weekly cluster meetings.
3. Disaggregation of data in weekly cluster meetings.
4. Instructional strategies based on data developed in weekly cluster meetings.
5. Students attend supplemental classes based on PACT/MAP data.
6. Students attend Boys and Girls Club after school program for tutoring.
7. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
8. Teachers will work on Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**May 2009:**

1. Students will take the 2009 PACT.
2. Professional development in weekly cluster meetings.
3. Disaggregation of data in weekly cluster meetings.
4. Instructional strategies based on data developed in weekly cluster meetings.
5. Students attend supplemental classes based on PACT/MAP data.
6. Students attend Boys and Girls Club after school program for tutoring.
7. Continue planning to implement Literacy Across the Curriculum and develop data notebooks.
8. Teachers will work on Individual Growth Plans (IGPs) that detail how data influence their planning and instruction.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**

**By April 1, 2009, the percentage of 7th and 8th grade students who score basic or above in math on PACT, as correlated to Fall 2008/Spring 2009 gains on MAP testing, will increase by at least 10% (16 seventh grade students and 12 eighth grade students).**

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1.1 Teachers will attend weekly scheduled cluster meetings with a focus on student data and research based strategies.	TAP Team (administrators, Master and Mentor Teachers)	August 2007	There will be documentation of the following: Cluster Agendas, Attendance Logs, Data Notebooks. Data Notebooks are used to track student progress.
1.2 Teachers will continue to implement the District's Power Standards initiative in all math classes as part of a focus on math standards.	TAP Team (administrators, Master and Mentor Teachers)	August 2007	Documentation of Lesson Plans, Observations, and student assessments. The District Power Standard initiative supports the math curriculum by identifying and focusing on essentials of the SC state standards.
1.3 Application of <b><i>I Can Learn Lab</i></b> class as a means to provide remedial assistance to students scoring below basic on PACT.	TAP Team (administrators, Master and Mentor Teachers) and Classroom Teachers	August 2008	Evidence of Master Schedule, Schedule of Teacher Training Sessions, Lesson Plans, and Observations. The Master Schedule will provide a calendar for teachers. Lesson Plans will ensure teachers are providing guided practice to remediate students based on the findings in the lab.
1.4 The Boys and Girls Club will provide tutoring for students who need extra assistance in their math classes based on the results of their PACT scores, progress reports, and report card.	Master Teachers Leadership Team	August 2007	Boys and Girls Club Staff will review and analyze <b>Progress Reports</b> every Three Weeks and <b>Report Cards</b> every Nine Weeks. Attendance Logs are available as evidence of student participation. Collaboration with the director and teachers will be held monthly to ensure that

			student needs (based on data) are being met.
1.5 "Are You Smarter Than the Test" will be held for parents and students in preparation for the PASS during second semester.	Math Teachers	August 2006	Schedules and Attendance logs. This will ensure that all stakeholders are involved in the student's learning process.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:**

**By April 1, 2009, at least 50% of all 7<sup>th</sup> grade (92 students) and 8<sup>th</sup> grade (112 students) Science students will demonstrate improvement on Flanagan Benchmark Tests which are aligned to SC state standards. This will be measured by a 30% score increase as compared to results on fall 2008 pretests and spring 2009 posttests.**

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
2.1 Teachers will use Hands on Learning Techniques through the use of technological enhanced classrooms, manipulatives, simulations, and labs.	Principal Science Teachers	August 2007	Documentation of lesson Plans, Science Expo, assessments, and student work that include innovative manipulatives. Invoices from purchase and installation of smart boards, LCD projectors, and cordless microphones. Hands on Learning Techniques focusing on kinesthetic and visual learning modalities which provide the students with a strategy to use when taking the State Standardized Tests.
2.2 Supply <b>Take-Home Labs</b> : Labs that students can work on at home that are aligned with activities that focus on the standards.	Science Teachers	August 2007	Documentation of Lesson plans, Labs, Student work. The <b>Take-Home Labs</b> provide students with extra practice and extra points while offering parents an opportunity to become involved.
2.3 Teachers will continue to implement the district's power standards initiative in all science classes.	TAP Team (administrators, Master and Mentor Teachers)	August 2007	Documentation of Lesson Plans, Observations, and student assessments. The District Power Standard initiative supports the science curriculum by identifying and focusing on essentials of the SC state standards.
2.4 Implementation of an extended day program two days per week.	Science Teachers	August 2007	Evidence of Attendance logs, teacher conferences, Teacher made assessments. The extended day program gives students remedial assistance in science.
2.5 Teachers will attend weekly scheduled science	TAP Team	August	Evidence of the following: Cluster Agendas, Attendance

cluster meetings with a focus on student data and research based strategies.	(administrators, Master and Mentor Teachers)	2007	Logs, Data Notebooks. Data Notebooks are used to track student progress.
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:**

**By April 1, 2009, the percentage of 7th and 8th grade students who score basic or above in ELA on PACT, as correlated to Fall 2008/Spring 2009 gains on MAP testing, will increase by at least 10% (14 seventh grade students and 14 eighth grade students).**

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
3.1 Implement Power Reading Initiative in Plus classes as a means to provide remedial assistance to students scoring below basic on PACT.	TAP Team (administrators, Master and Mentor Teachers)	August 2008	Documentation of student work, lesson plans, formal and informal observations by master teachers and/or administrators. Plus Classes are designed for students who scored below basic on PACT.
3.2. Teachers will attend weekly scheduled ELA cluster meetings with a focus on student data and research based strategies.	TAP Team (administrators, Master and Mentor Teachers)	August 2007	Evidence of the following: Cluster Agendas, Attendance Logs, Data Notebooks. Data Notebooks are used to track student progress.
3.3 "Battle of the Books" –Book clubs will be available for student participation as well as the Stop, Drop and Read (Prime Time Reading) for 10 minutes weekly in all ELA classes. This also includes an in house television program where students will showcase and do a book talk novel weekly. The Battle of the Books is aligned with accelerated reader incentives.	Media Specialist ELA Teachers	August 2007	Records of the following: Lesson Plans, Unit Plans, Student Work, Television Program. This program provides intrinsic motivation which strengthens reading comprehension.
3.5 "Are You Smarter Than the Test" will be held for parents and students in preparation for the PASS during second semester.	English Teachers	August 2006	Evidence of Schedules and Attendance logs. These documents will ensure that all stakeholders are involved in the student's learning process.
3.6 Provide ongoing professional/curriculum development to ELA teachers to enhance	Principal, English Teachers, Master	August 2008	Records of Cluster meeting minutes, conference registrations, attendance logs for faculty meeting, book

instructions through: cluster meetings, faculty meetings, conferences, and book studies.	and Mentor Teachers		study assignments. Implementation of the professional/ curriculum development will give the teachers an array of research based best practice to share with the students.
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 4:**

**By April 1, 2009, at least 50% of all 7<sup>th</sup> grade (92 students) and 8<sup>th</sup> grade (112 students) Social Studies students will demonstrate improvement on Flanagan Benchmark Tests which are aligned to SC state standards. This will be measured by a 30% score increase as compared to results on fall 2008 pretests and spring 2009 posttests.**

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
4.1 Develop and implement a school wide Liberty Day / Constitutional Day which focuses on literacy, civic responsibility, understanding of Democracy, and research based strategies.	Social Studies Teachers	August 2008	Documentation of Master Teacher's classroom visits and checklists, evidence of administrative observations, and student work. These activities support the social studies curriculum by providing relevancy.
4.2 Utilize SCETV Streamline videos	Media Specialists TAP Team (administrators, Master and Mentor Teachers)	August 2008	Evidence of student work including projects, lesson plans, formal and informal observations by master teachers and/or administrators The videos promote all of the modalities of learning; visual, auditory, kinesthetic (graphic organizers and descriptive paragraphs).
4.3 Develop and Implement a unit of study that illustrates how global issues and events impact and connect to the Spartanburg community.	TAP Team (administrators, Master and Mentor Teachers)	August 2008	Records of Lesson Plans, Student Interviews, and Student's reflections through a variety of media (video presentations, student projects, and master teacher observations). These activities support the social studies curriculum by making the lessons relevant.
4.4 Students will attend and participate in Youth In Government in Columbia, SC at the SC State Legislature.	Social Studies Teachers	November 2006	Documentation of Student Work, attendance at the SC State Legislature, publication of student written bills. Youth In Government gives students an opportunity to actively participate in Legislative activities.
4.5 "Are You Smarter Than the Test" will be held for parents and students in preparation for the Social Studies portion of the PASS during second semester.	Social Studies Teachers	August 2006	Evidence of Schedules and Attendance logs. These documents will ensure that all stakeholders are involved in the student's learning process.



4.6 Provide ongoing professional/curriculum development for Social Studies teachers to enhance instructions through: cluster meetings, faculty meetings, conferences, and book studies.	TAP Team (administrators, Master and Mentor Teachers)	August 2008	Records of Cluster meeting minutes, conference registrations, attendance logs for faculty meeting, book study assignments. Implementation of the professional/ curriculum development will give the teachers an array of research based best practice to share with the students.
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1:**

**The percentage of 7<sup>th</sup> and 8<sup>th</sup> grade students who score basic or above in math and ELA on PACT, as correlated to Fall 2008 and Spring 2009 gains on MAP testing, will increase by at least 10% (28 students in each content area) by April 1, 2009.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1.1 The principal will lead the development of an instructional calendar and professional development plan that enhances teaching and learning in Math and ELA.	Principal	August 2007	Documentation of a Professional development plan, and a copy of the instructional calendar with time line. The professional development plan will ensure that the teacher need assessment is being met. The instructional calendar will ensure consistency in ELA and Math departments.
1.2 Communicate high expectations to all stakeholders through Math and ELA initiatives while utilizing the Career Specialist.	Principal	August 2007	Documentation of the following initiatives: District Career Fair, School Career Fair, "Are You Smarter Than the Test" parent workshops, and Literacy Day/Author visit. These activities will include parents, community members, and the Mayor.
1.3 Observes and conferences with teachers in order to help improve instruction in Math and ELA (5 – 10 classes per week).	Principal	August 2008	Records of Observation schedules, scripting notes, post conference notes, walk-through observation forms, and formal observations will provide evidence of strengths and weaknesses of individual teachers.
1.4 Develop and implement the Academic Achievement Academy (Triple A) in Math and ELA.	Principal	August 2008	Documentation of student enrollment, teacher training, and interdisciplinary planning. This initiative will assist us in recruiting, challenging and sustaining high achieving

			students.
1.5 Implement a PACT Word/Strategy of the week.	Principal	August 2008	Evidence of observation of The PACT word strategy on the board. School wide quizzes will inform the principal of student mastery of the concepts and terminology in support of Bloom's Taxonomy.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 2:**

**By April 1, 2009, at least 50% of all 7<sup>th</sup> grade (92 students) and 8<sup>th</sup> grade (112 students) Science and Social Studies students will demonstrate improvement on Flanagan Benchmark Tests which are aligned to SC state standards. This will be measured by a 30% score increase as compared to results on fall 2008 pretests and spring 2009 posttests.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
2.1 The principal will lead the development of an instructional calendar and professional development plan that enhances teaching and learning in Science and Social Studies.	Principal	August 2007	Documentation of a Professional development plan, and a copy of the instructional calendar with time line. The professional development plan will ensure that the teacher need assessment is being met. The instructional calendar will ensure consistency in Social Studies and Science departments.
2.2 Communicate high expectations to all stakeholders in Science and Social Studies initiatives.	Principal	August 2008	Documentation of a multiplicity of events such as: Science Expo, Youth in Government, Constitutional Day, Are You Smarter than the Test, District Career Fair and School Career Fair. These activities will include parents, community members, and the Mayor.
2.3 Observes and conferences with teachers in order to help improve instruction in Science and Social Studies (5 – 10 classes per week).	Principal	August 2007	Records of Observation schedules, scripting notes, post conference notes, walk-through observation forms, and formal observations will provide evidence of strengths and weaknesses of individual teachers.

2.4 Implement a school wide incentive program that encourages all students to improve academically in Science and Social Studies through multiple rewards.	Principal	August 2007	Evidence of the Incentive Program will be available.
2.5 Develop and implement the Academic Achievement Academy (Triple A) in Science and Social Studies.	Principal	August 2008	Documentation of student enrollment, teacher training, and interdisciplinary planning. This initiative will assist us in recruiting, challenging and sustaining high achieving students.

**FOCUSED SCHOOL RENEWAL PLAN**  
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**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 1:**

**By April 1, 2009, the district will provide resources, monitoring, and support to ensure that the percentage of ELA students in grades 7-8 who score Basic or above on state testing will show at least a 10% increase as correlated to Fall 2008 /Spring 2009 ELA MAP testing.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
The district will endorse and support the Advanced Academic Academy (AAA) in all ELA curricula and related subjects. The Advanced Academic Achievement through Individual Determination (AVID) Program will assist students in AAA.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	The AAA will offer an instructional focus and added rigor to the curriculum for students working at the Honors and Odyssey levels. AVID will prepare those students to meet the challenges. The Carver Leadership Team (Fitzpatrick, Potter, Gibson, Palmer, Brothers, Godbolt) will administer the program and keep program data.
The district will provide NovaNet credit recovery capabilities for ELA classes. This will soon be replaced with the newer A+ software.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	NovaNet will allow students to catch up missing work while proceeding with on-grade level curricula. Students will be better prepared during assessments. Guidance counselors (Brothers, Godbolt) will see that students are scheduled for NovaNet as needed. The A+ software program will allow students to practice concepts that provide difficulty so that students can gain mastery of state standards. The software is user-friendly and appealing to students. These activities will also be monitored by ELA teachers, Master

			teachers, and the Carver Leadership Team.
The district will provide Reading Plus software capabilities for students having difficulty reading and working on grade level.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	Reading Plus will help students to focus on reading passages in order to increase comprehension levels, thereby increasing ELA performance. The Carver Leadership Team, Master teachers, and ELA staff will see that students have access to the software as needed.
The district will provide for MAP testing three times a year to enable fall/spring growth measures as well as providing access to the Tests for Higher Standards benchmarks and software from the Flanagan group.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	MAP testing will measure student progress in ELA, and the Carver Leadership Team, Master teachers, and ELA teachers will enable the testing and study the data. As needed, the Flanagan material is available for additional benchmark testing and item development.
The district will continue support for the TAP program to attract and retain quality teachers and to recognize their efforts in ELA instruction.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves, TAP Coord. Arneice Renwick	August 2008	The Teacher Advancement Program is in its second year at Carver, and Master and Mentor teachers assist other faculty members in devising the best possible teaching methods and materials. These positive effects have a direct positive impact on student performance in ELA and all subjects.

<b>FOCUSED SCHOOL RENEWAL PLAN</b> <b>2008–09 School Year of Implementation</b> <b>District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement</b>			
<b>Focused District Administrators’ Instructional Leadership Goal 2:</b> <b>By April 1, 2009, the district will provide resources, monitoring, and support to ensure that the percentage of math students in grades 7-8 who score Basic or above on state testing will show at least a 10% increase as correlated to Fall 2008/Spring 2009 Mathematics MAP testing.</b>  <i>(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)</i>			
Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal			Explain how each indicator will be used to support the

that will have a high probability of improving student achievement.			<i>achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The district will endorse and support the Advanced Academic Academy (AAA) in all Math curricula and related subjects. The Advanced Academic Achievement through Individual Determination (AVID) Program will assist students in AAA.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	The AAA will offer an instructional focus and added rigor to the curriculum for students working at the Honors and Odyssey levels. AVID will prepare those students to meet the challenges. The Carver Leadership Team (Fitzpatrick, Potter, Gibson, Palmer, Brothers, Godbolt) will administer the program and keep program data.
The district will provide NovaNet credit recovery capabilities for Math classes. This will soon be replaced with the newer A+ software.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	NovaNet will allow students to catch up missing work while proceeding with on-grade level curricula. Students will be better prepared during assessments. Guidance counselors (Brothers, Godbolt) will see that students are scheduled for NovaNet as needed. The user-friendly A+ software program will allow students to practice concepts that provide difficulty so that students can gain mastery of state standards. These activities will be monitored by Math teachers, Master teachers, and the Carver Leadership Team.
The district will continue support for the TAP program to attract and retain quality teachers and to recognize their efforts in Math instruction.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves, TAP Coord. Arneice Renwick	August 2008	The Teacher Advancement Program is in its second year at Carver, and Master and Mentor teachers assist other faculty members in devising the best possible teaching methods and materials. These positive effects have a direct positive impact on student performance in Math and all subjects.
The district will provide an "I Can Learn" Math lab for those students who need reinforcement in Math concepts and related state standards.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	The "I Can Learn" Math lab offers high-tech stations and quick access to students as they work with areas of deficiency. Math teachers, Master teachers, and the Carver Leadership Team will choose students for participation and also keep the data.
The district will provide for MAP testing three times a year to enable fall/spring growth measures as well as providing access to the Tests for Higher Standards benchmarks and software from the Flanagan group.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves, DTC Al Jeter	August 2008	MAP testing will measure student progress in Math, and the Carver Leadership Team, Master teachers, and Math teachers will enable the testing and study the data. As needed, the Flanagan material is available for additional benchmark testing and item development.

**FOCUSED SCHOOL RENEWAL PLAN  
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**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

1. Measures of Academic Progress (MAP). MAP tests measure student growth as compared to typical student growth over one school year.
2. Teacher Advancement Program (TAP). TAP is a program that focuses on teacher growth and professional development, improved instruction, and improved student achievement. TAP is a comprehensive school improvement model.
3. Advancement via Individual Determination (AVID). AVID is a program that prepares middle level students to be successful in advanced classes and encourages non-traditional and first generation students to go to college.
4. Academic Achievement Academy (Triple A). Triple A is a program that was developed by a collaborative effort between the principal, parents, students, and teachers at Carver to attract, retain, and provide a quality education to advanced students. Triple A was developed in reaction to a large number of advanced students leaving Carver by special permission (school choice).
5. NOVA Net. Nova Net is a comprehensive online courseware system designed to deliver research and standards based instruction in order to reach struggling students, recover lost credits, increase graduation rates, challenge advanced students, prepare students for standardized tests, and provide individualized learning at a distance.
6. I Can Learn Laboratory. The I Can Learn Lab is a computer program designed to assist those students who struggle with math concepts.
7. Are You Smarter Than the Test? Are You Smarter than the Test is a program for parents and students in preparation for the state test (PASS) in all content areas.
8. Power Reading Initiative. A computer program designed to assist those students who struggle with reading comprehension, context clues and vocabulary.
9. Battle of the Books. The Battle of the Books program is a reading club that will meet twice a month with three different groups of students. The media specialist will orchestrate this program in order to share, motivate, encourage and stimulate reading around the school.
10. Literacy Across the Curriculum. Literacy Across the Curriculum is a schoolwide initiative that promotes reading for the staff through professional development. Each staff member has received a book that is discussed during professional development held after school.